Report Samples



The MAERS Development Team



Data Management Report Samples

- Characteristic Reports
 - ✓ Participant Characteristics (AEPARTCHAR)
 - ✓ Instructional Area Characteristics (AEPROGCHAR)
 - ✓ Exited Participant Characteristics (AEEXCHAR)
- Follow Up Selection Report (AEFOLSEL)
- Missing Data Report (AEMDR)
- Participant Post Test Listing Report (AEPOSTTEST)
- Participant Active Enrollment Report (AESER)
- Provider Educational Gain Report (PROVEDGAIN)
- Simple Participant Listing Report (SIMPLEPART)
- Missing Monthly Attendance Summary (MISSATTEND) Fiscal Agent User Level only

Participants Characteristics

MAERS: Participant Characteristics											
		tics									
	PARTCHAR										
Date Produced:		3/11/2013 9:25 2010									
Program Year:											
Registration Date Range:											
Funding Source:		ALL									
Registration Type:		ALL									
Instructional Areas:		ALL									
	Fiscal Agent: STATEWIDE										
Provider:		ALL									
Demographic	All	Active	Program Exits	Program Exits							
Groups	Registrations	Registrations	Completed	Separated							
[A]	[B]	[C]	[D]	[E]							
GENDER											
Female	17,119	0	4,861	7,261							
Male	14,893	0	4,538	7,150							
AGE											
16-18	802	0	309	369							
19-24	9,992	0	3,123	5,151							
25-44	15,665	0	4,516	6,967							
45-59	4,573	0	1,179	1,648							
60 and Older	980	0	272	276							
RACE/ETHNICITY											
Hispanic/Latino	4,574	0	1,582	1,668							
African American (*)	9,972	0	2,380	5,499							
American Indian/Alaskan (*)	592	0	222	251							
Asian (*)	2,420	0	804	775							
Hawaian/Pacific Islander (*)	72	0	16	35							
White (*)	19,101	0	6,009	7,927							
	,										
SUPPLEMENTAL CHARACTERISTICS											
Disabled	1,294	0	321	642							
Dislocated Worker	555	0	168	222							
Displaced Homemaker	210	0	54	101							
Learning Disabled	1,660	0	486	833							
Low Income	13,340	0	4,211	5,773							
Pre-School Children	7,000	0	3,500	3,500							
Pre-School Parent	5,000	0	2,500	2,500							
Public Assistance	8,411	0	1,962	4,137							
Rural Area	3,942	0	1,371	1,673							
School Age Children	8,000	0	4,000	4,000							
School Age Parent	6,000	0	3,000	3,000							
Single Parent	3,853	0	952	2,171							
Single Parent	3,833	U	932	2,1/1							
PROGRAM TYPE											
Correctional Facility	1,001	0	18	923							
	1,605	0	564	923							
Community Correctional	1,605	0	19	938							
Distance Learning		0		361							
Literacy Council	920		207								
Other Institution	1,054	0	478	518							
TOTALS	32,012	0	9,399	14,411							

- A. Different characteristics of Adult Education populations
- B. A count of all participants registered during the report Program Year. Count will vary based on the Registration filter used and time of year run.
- C. A count of participants whose Registration is active within the Registration Date Range
- D. A count of participants who exited in the report Program Year with an Exit Status of Completed and does not Plan to Continue
- E. A count of participants who exited in the report Program Year with an Exit Status of Separated Before Completion. This includes those with a System Exit.

Instructional Area Characteristics

MAERS: Instructional	Area Charact	eristics						
AEPROG	CHAR							
Date Produced	:	3/11/2013	9:26					
Program Year	:	2010						
Registration Date Range	:	04/01/10 t	o 06/30/11					
Registration Type	:	ALL						
Funding Source	:	ALL						
Fiscal Agent	:	STATEWID	E					
Provider	:	ALL						
Demographic						FAM	WORK	
Groups	ABE	ESL	HSD	GED	WBPL	LIT	шт	HOMELE
[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[1]
GENDER	[0]	[0]	[0]	[-]	10.1	[G]	100	19
Female	6,343	6,068	1,614	3,026	0	56	12	
Male	6,834			-	0	46	12	
wate	0,034	3,477	1,516	3,008	U	40	12	
AGE								
	467	20	24	252				
16-18 19-24	467	39	34	262	0	41	6	
	4,817	1,223	1,545	2,360				
25-44	5,940	5,488	1,293	2,885	0	54	5	
45-59	1,731	2,088	238	497	0	7	12	
60 and Older	222	707	20	30	0	0	1	
RACE/ETHNICITY								
Hispanic/Latino	943	3,045	146	434	0	6	0	
African American (*)	6,286	455	975	2,208	0	38	10	
American Indian/Alaskan (*)	235	170	52	133	0	2	0	
Asian (*)	188	2,159	27	44	0	0	2	
Hawaian/Pacific Islander (*)	33	13	10	15	0	0	1	
White (*)	6,506	6,759	2,078	3,685	0	62	11	
SUPPLEMENTAL CHARACTERISTICS								
Disabled	836	70	155	225	0	6	2	
Dislocated Worker	269	98	58	126	0	1	3	
Displaced Homemaker	88	30	37	53	0	2	0	
Learning Disabled	1,283	13	167	191	0	6	0	
Low Income	5,456	3,506	1,296	3,042	0	30	10	
Pre School Children	3,000	4,000	1,000	2,000	0	5	2	
Pre School Parent	2,000	3,000	700	1,000	0	2	1	
Public Assistance	3,833	1,883	912	1,727	0	51	5	
Rural Area	1,594	908	645	794	0	1	0	
School Age Children	3,000	4,000	1,000	2,000	0	8	1	
School Age Parent	2,000	3,000	700	1,000	0	5	1	
Single Parent	2,086	138	556	1,000	0	25	1	
omgre ratent	2,000	130	900	1,047				
DPOGPAM TYPES	T							
PROGRAM TYPES	070	24		-			_	
Correctional Facility	972	21	1 170	7	0	0	0	_
Community Correctional	957	0	179	469	0	0	0	
Distance Learning	63	10	20	8	0	0	0	
Literacy Council	628	263	4	24	0	1	0	
Other Institution	736	2	60	256	0	0	0	<u> </u>

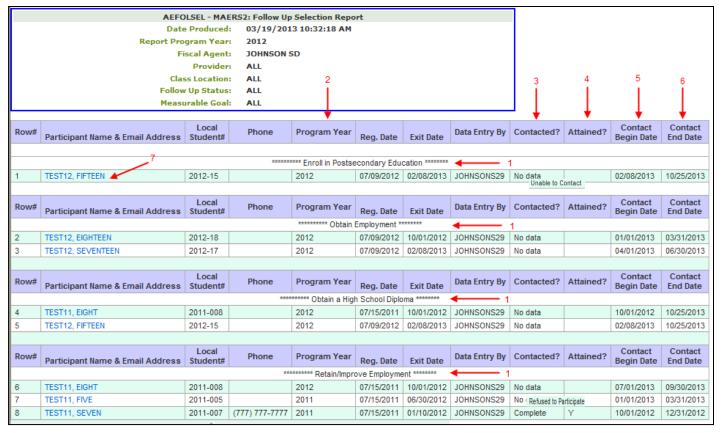
- A. List of various characteristic types
- B. A count of participants in the ABE instructional area
- C. A count of participants in the ESL instructional area
- D. A count of participants in the HSD instructional area
- E. A count of participants in the GED instructional area
- F. A count of participants in the Work Based Project Learner instructional area
- G. A count of participants in the Family Literacy Program instructional area
- H. A count of participants in the Workplace Literacy Program instructional area
- A count of participants in the Program for the Homeless instructional area

Exited Participant Characteristics

MAERS: Program Exiters Characte	ristics (Part	icinants Who I	Have Evited)			
	EXCHAR	icipants who i	idve Exitedy			
Date Produced		3/11/2013 9:	26			
Program Year	:	2010				
Registration Date Range	:	04/01/2010 t	06/30/2011			
Registration Type		ALL				
Instructional Areas	:	ALL				
Funding Source	:	ALL				
Fiscal Agent	:	STATEWIDE				
Provider	:	ALL				
Demographic	All	Program	Program	Educational	Cohorts	Goals
Groups	Program	Exits	Exits	Gain	Attained	Attained
	Exits	Completed	Separated			
[A]	[B]	[C]	[D]	[E]	[F]	[G]
GENDER						
Female	17,119	4,861	7,261	5,501	5,509	1,084
Male	14,893	4,538	7,150	4,393	4,418	85
AGE						
16-18	802	309	369	261	238	62
19-24	9,992	3,123	5,151	2,750	2,899	612
25-44	15,665	4,516	6,967	4,893	4,879	963
45-59	4,573	1,179	1,648	1,579	1,502	246
60 and Older	980	272	276	411	409	57
RACE/ETHNICITY						
Hispanic/Latino	4,574	1,582	1,668	1,647	1,646	358
African American (*)	9,972	2,380	5,499	2,441	2,068	408
American Indian/Alaskan (*)	592	222	251	215	214	52
Asian (*)	2,420	804	775	965	963	179
Hawaian/Pacific Islander (*)	72	16	35	16	12	:
White (*)	19,101	6,009	7,927	6,294	6,707	1,307
SUPPLEMENTAL CHARACTERISTICS						
Disabled	1,294	321	642	345	105	8
Dislocated Worker	555	168	222	194	68	5
Displaced Homemaker	210	54	101	59	13	
Learning Disabled	1,660	486	833	475	246	19
Low Income	13,340	4,211	5,773	4,333	1,798	87
Pre-School Children	7,000	3,500	3,500	2,345	1,246	74
Pre-School Parent	5,000	2,500	2,500	1,758	841	51
Public Assistance	8,411	1,962	4,137	2,593	1,356	92
Rural Area	3,942	1,371	1,673	1,246	647	46
School Age Children	8,000	4,000	4,000	1,573	786	54
School Age Parent	6,000	3,000	3,000	1,250	523	469
Single Parent	3,853	952	2,171	914	389	21
PROGRAM TYPE						
Correctional Facility	1,001	18	923	18	9	1
Community Correctional	1,605	564	938	518	243	8
Distance Learning	101	19	62	21	10	
Literacy Council	920	207	361	217	142	3
Other Institution	1,054	478	518	386	167	7
TOTALS	32,012	9,399	14,411	9,894	9,927	1,94

- A. List of various characteristic types
- B. A count of participants who exited the program in the report Program Year
- C. A count of participants who exited in the report Program Year with an Exit Status of Completed and does not Plan to Continue
- D. A count of participants who exited in the report Program Year with an Exit Status of Separated Before Completion. This includes those who were System Exited.
- E. A count of participants who had one or more Educational gains
- F. A count of participants who attained one or more cohorts
- G. A count of participants who attained one or more primary and secondary goals

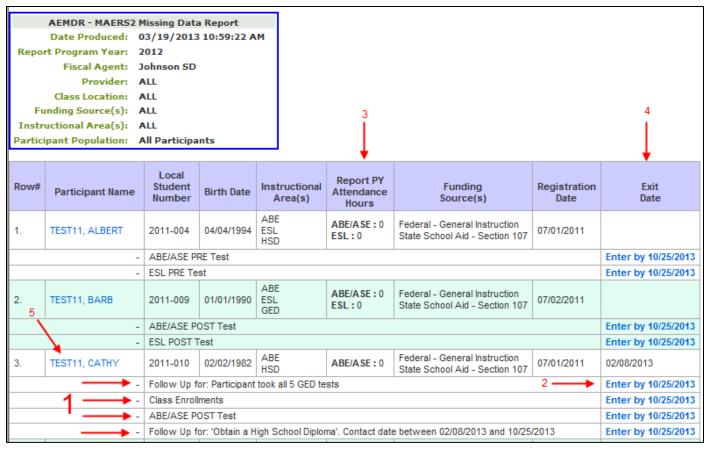
Follow Up Selection



- Requirements:
- Pre-Test
- 12 or more attendance hours
- Program Exit

- 1. Separated out by Measured Cohorts
- 2. The Program Year in which Follow Up is due
 - ✓ Both Retain Employment and Postsecondary Year #2 follow up may be due for the prior Program Year
- Indicates if this Participant has already been contacted with either No data, Complete, Unable to Contact, or Refused to Participate
- 4. Indicates if the Cohort was attained with:
 - ✓ Y for Yes
 - ✓ N for No.
 - ✓ Blank for No data, Unable to Contact, or Refused to Participate
- 5. Indicates the earliest date the Follow Up survey can be completed
- 6. Indicates the last date the Follow Up survey can be completed
- 7. Clicking on the name link will navigate to the Participant's Follow Up screens

Missing Data Report

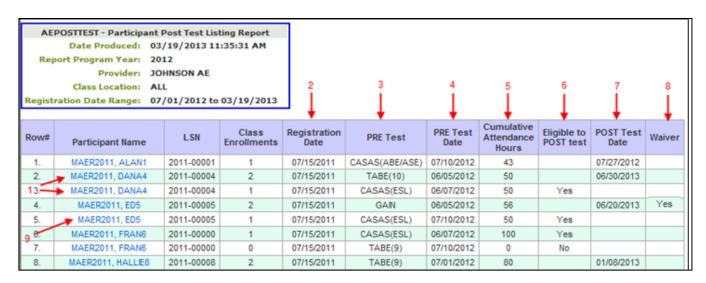


Requirement:

 Enrollment in one or more classes during the report year

- 1. A row will display for each missing data item
 - ✓ Follow Up Cohorts will also display the appropriate Contact dates
 - ✓ Missing attendance will not appear in these rows due to attendance displaying in its own column
- Displays MAERS data entry dates
 - ✓ Data cannot be entered past the Enter by date
 - ✓ Dates vary based on the type of missing data
 - ✓ Click on the Enter by link to navigate directly to the screen needing the data
- 3. Report PY Attendance Hours: 0 indicates attendance is missing for classes within the Instructional Area listed
- 4. Exit Date: A Program Exit date will display if the Participant has been exited from the program
- 5. Clicking on the name link will navigate to the Participant's Registration screen

Participant Post Test Listing

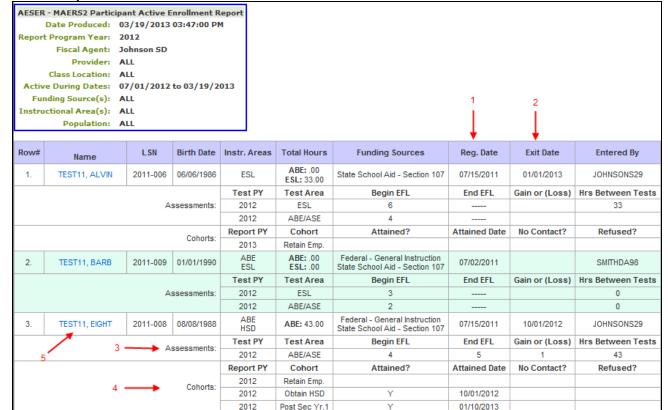


Requirement:

Pre-Test

- 1. A Participant can have up to two Pre and Post-Tests per year; One in the ABE/ASE Instructional Area and one in the ESL Instructional Area. A row will display for each Instructional Area.
- 2. Registration Date: Displays both new registrations and continuing registrations
- 3. PRE Test: Displays the type of Pre-Test that was entered into MAERS
- 4. PRE Test Date: Displays the date of the Pre-Test
- 5. Cumulative Attendance Hours: Displays the total hours for the Participant in that specific Instructional Area
- 6. Eligible to POST test: Displays a Yes or No indicating if the Participant has enough cumulative attendance hours to Post-Test. This is determined by the Pre-Test type.
 - ✓ If a No displays but the Participant did attain their GED or HSD with at least 12 hours of attendance, they may qualify for a Waiver
- 7. POST Test Date: If a Post-Test was already entered into the MAERS, the date will display
- 8. Waiver: If the Participant was given a Post-Test waiving the minimal test requirement hours, a Yes will display
- 9. Clicking on the name link will navigate to the appropriate Participant screen

Participant Active Enrollment



Requirement:

Enrollment in one or more classes during the report year

- Registration Date: Displays both new registrations and continuing registrations from previous program years
- Exit Date: A Program Exit date will display if the Participant has been exited from the program

Post Sec Yr.1

- Assessments: Both Pre and Post-Test information will display
 - Beginning and Ending EFL with show a Gain or Loss

2012

✓ Hours Between Tests indicates how many attendance hours have been entered since the Pre-Test date

Note: If no assessment is entered, this row will not display

- 4. Cohorts: The appropriate Automatic Cohorts will display based on Educational and Employment status in the Registration and/or at Exit
 - ✓ Report PY: Provides which year the Follow Up measurement will be reported. Employment Follow Up can take place in the following Program Year.
 - ✓ The following columns will provide the Cohort and the attainment information

Note: If still active, the Cohort row will not display

5. Clicking on the name link will navigate to the Participant's Registration screen

Provider Educational Gain

PROVEDGAIN - MAERS2: Provider Educ. Gain Performance Report (EFL)

Date Produced: 07/17/2013 01:31:25 PM

Program Year: 2012 Provider: ALL

Registration Date Range: 07/01/2012 to 06/30/2013

Participant Population: ALL PARTICIPANTS

Beginning Educational Functioning Level (Column A)	Total Participants Registered (Column B)	Total Attendance Hours (Column C)	Average Hours per Participant (Column D)	Number PRE and POST Tested (Column E)	Percentage PRE and POST Tested (Column F)	Number Completed One or more EFLs (Column G)	Ed Gain Attainment Rate (Column H)
Beginning ABE Literacy	13	373	28.69	2	15.4	0	.0
Beginning Basic Education	23	1106	48.09	2	8.7	2	8.7
Low Intermediate Basic Ed.	20	2502	125.1	5	25.0	5	25.0
High Intermediate Basic Ed.	49	2953	60.27	30	61.2	19	38.8
Low Adult Secondary Education	10	670	67	4	40.0	4	40.0
High Adult Secondary Education	3	140	46.67	1	33.3	1	33.3
Total ABE/ASE Participants	118	7744	65.63	44	37.3	31	26.3
Beginning ESL Literacy	5	180	36	1	20.0	1	20.0
Low Beginning ESL	4	396	99	3	75.0	3	75.0
High Beginning ESL	10	485	48.5	0	.0	0	.0
Low Intermediate ESL	13	993	76.38	0	.0	0	.0
High Intermediate ESL	8	364	45.5	3	37.5	1	12.5
Advanced ESL	6	379	63.17	1	16.7	0	.0
Total ESL Participants	46	2797	60.8	8	17.4	5	10.9
Total for All Participants	164	10541	64.27	52	31.7	36	22.0

- A. Educational Functioning Level from the Pre-Test
- B. A count of participants: Count will be based on the Registration Filter
- C. Total attendance hours for the participants in the beginning EFL
- D. Average attendance hours per participant by EFL. (column C / column B)
- E. A count of participants with both a pre and post-test for the report Program Year
- F. Percentage of participants receiving both a pre and post-test by EFL. Benchmark is 65%.
- G. A count of participants making one or more gains by EFL
- H. Percentage rate of participants making one or more gains by EFL (column G / column B)

Simple Participant Listing

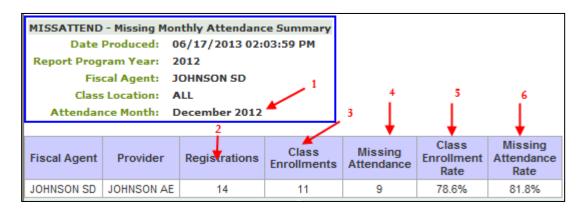


Requirement:

Active Registration during the report year

- Registration Date: Displays both new registrations and continuing registrations from previous program years
- 2. Exit Date: A Program Exit date will display if the Participant has been exited from the program
 - ✓ System Exit will display if the Participant had no services for 90 days
- 3. Clicking on the name link will navigate to the Participant's Registration screen

Missing Monthly Attendance Summary



Requirement:

- Fiscal Agent User Level Access
- Active registration in report month

The Missing Attendance Monthly Summary provides a count for the Attendance Month selected in the report parameters. This can be used as a simple tool to determine any missing attendance or enrollments for a given month.

- Select the month within the report parameters
- 2. A count of active registrations within the month selected
- 3. A count of participants enrolled in classes within the month selected
- 4. A count of participants missing attendance

 Note: Zero's are considered valid data and will not count on this report as missing attendance
- 5. Percentage of participants enrolled in classes
- 6. Percentage of missing attendance

NRS Performance Report Samples

- NRS Table 1 Participants by EFL, Ethnicity and Sex
- NRS Table 2 Participants by Age, Ethnicity and Sex
- NRS Table 3 Participants by Program Type, Instructional Area and Age
- NRS Table 4 Educational Gains and Attendance by Educational Functioning Level
 - ✓ NRS Table 4B Educational Gains and Attendance for Pre- and Post-Tested Participants
 - ✓ NRS Table 4C Educational Gains and Attendance for Distance Learning Participants
- NRS Table 5 Core Follow Up Outcome Achievement
 - ✓ NRS Table 5A Core Follow Up for Distance Learners
- NRS Table 6 Participant Status and Program Registration Characteristics
- NRS Table 7 Professional Staff Counts
- NRS Table 8 Outcomes, EFL and Cohorts for Adults in Family Literacy Programs
- NRS Table 10 Outcomes, EFL and Cohorts for Adults in Correctional Education Programs

Note: All NRS Tables allow a filter option to Show All Tables

- ✓ Filter defaults to **No**. This will only provide the Fiscal Agent table
- ✓ Select **Yes** to see both the Fiscal Agent table and the individual Provider tables if you operate a consortium

NRS Table 1 – Participants by EFL, Ethnicity and Sex

	AENRS_1 - MAERS2 NRS: Participants By EFL, Ethnicity and Sex Date Produced: 03/20/2013 08:34:50 AM Program Year: 2011 Fiscal Agent: JOHNSON SD Show All Tables?: NO Fiscal Agent: JOHNSON SD														
American Indian Black Hispanic Native Hawaiian											Total				
(A)	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (0)	(P)
Beginning ABE Literacy	1	1	0	0	0	0	0	7	0	0	1	0	0	0	10
Beginning Basic Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Low Intermediate Basic Ed.	0	0	0	0	1	0	1	0	0	0	0	0	0	0	2
High Intermediate Basic Ed.	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Low Adult Secondary Education	0	0	0	0	0	0	0	1	0	0	0	0	1	0	2
High Adult Secondary Education	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Beginning ESL Literacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Low Beginning ESL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High Beginning ESL	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Low Intermediate ESL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High Intermediate ESL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced ESL	0	0	0	0	0	0	1	0	0	0	0	0	1	0	2
Total	1	1	0	0	1	1	3	10	0	0	1	0	2	0	20

Requirements:

- Pre-Test
- 12 or more attendance hours

Columns N and O: If a Participant self reports being Hispanic or Latino and another race, the Participant count will only appear in the Hispanic or Latino column. These participants will not count in the Two or more Races column.

Note: If two races are selected, the count will only appear in the **Two or more Races** column. Example – A male participant self reports being Asian and White. The Participant will count in Column N.

NRS Table 2 – Participants by Age, Ethnicity and Sex

AENRS_2 - MAERS2 NRS: Participants By Age, Ethnicity and Sex Date Produced: 03/20/2013 08:44:50 AM Program Year: 2011 Fiscal Agent: JOHNSON SD															
Fiscal Agent: JOHNSON SD															
Age Group	or A	can Indian laskan ative	А	Black Hispanic Asian or African or American Latino			or or	or Pa	Hawaiian Other acific ander	W	/hite	Two (Total		
(A)	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (0)	(P)
16-18	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
19-24	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
25-44	0	1	0	0	1	1	1	8	0	0	1	0	0	0	13
45-59	0	0	0	0	0	0	2	1	0	0	0	0	0	0	3
60 and Older	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total	1	1	0	0	1	1	3	10	0	0	1	0	2	0	20

Requirements:

- Pre-Test
- 12 or more attendance hours

Columns N and O: If a Participant self reports being Hispanic or Latino and another race, the participant count will only appear in the Hispanic or Latino column. These participants will not count in the Two or more Races column.

Note: If two races are selected, the count will only appear in the **Two or more Races** column. Example – A male participant self reports being Asian and White. The Participant will count in Column N.

NRS Table 3 – Participants by Program Type and Age

AENRS_3 - MAERS2 NRS: Participants By Program Type and Age

Date Produced: 03/20/2013 08:51:51 AM

Program Year:

2011

Fiscal Agent: JOHNSON SD

Show All Tables?: No

Fiscal Agent: JOHNSON SD									
Program Type (A) 16-18 19-24 25-44 45-59 60 and Older Total (B) (C) (D) (E) (F) (G)									
Adult Basic Education	1	0	10	1	1	13			
Adult Secondary Education	0	1	1	1	0	3			
English-as-a-Second Language	0	1	2	1	0	4			
Total	1	2	13	3	1	20			

- Pre-Test
- 12 or more attendance hours

NRS Table 4 – Educational Gains and Attendance by Educational Functioning Level

Note: NRS Table 4C is identical to NRS Table 4 however it will only provide a count for Distance Learning Participants

AENRS_4 - MAERS2 NRS: Educ. Gains and Attendance by Educ. Functioning Level

Date Produced: 03/20/2013 08:54:51 AM

Program Year: 2011

Fiscal Agent: JOHNSON SD

Show All Tables?: No

	Figure Agents IOUNSON SD											
Fiscal Agent: JOHNSON SD												
Entering Educational Functioning Level (A)	Total Number Registered (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced one or more Levels (E)	Number Separated Before Completion (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)					
Beginning ABE Literacy	10	608.75	1	1	1	8	10.00%					
Beginning Basic Education	0	0.00	0	0	0	0	0.00%					
Low Intermediate Basic Ed.	2	63.50	0	0	0	2	0.00%					
High Intermediate Basic Ed.	1	85.00	1	1	0	0	100.00%					
Low Adult Secondary Education	2	105.00	1	0	1	0	50.00%					
High Adult Secondary Education	1	33.00	0	0	0	1	0.00%					
Beginning ESL Literacy	0	0.00	0	0	0	0	0.00%					
Low Beginning ESL	0	0.00	0	0	0	0	0.00%					
High Beginning ESL	2	92.50	1	0	0	1	50.00%					
Low Intermediate ESL	0	0.00	0	0	0	0	0.00%					
High Intermediate ESL	0	0.00	0	0	0	0	0.00%					
Advanced ESL	2	107.00	2	0	0	0	100.00%					
Total	20	1094.75	6	2	2	12	30.00%					

- A. Educational Functioning Level
- B. Number of participants with a Pre-Test and 12 or more attendance hours
- C. Total attendance hours for the participants in the beginning EFL
- D. A count of active and exited participants who have post-tested with an EFL gain of one or more levels
- E. A count of active and exited participants who have post-tested with an EFL gain of more than one level
- F. A count of exited participants with no post-test
- G. A count of active participants with no post-test and/or no EFL gain
- H. The percentage of participants with an EFL gain (column d / column b)

- Pre-Test
- 12 or more attendance hours

NRS Table 4b – Educational Gains and Attendance for Pre- and Post-tested Participants

AENRS_4B - MAERS2 NRS: Educ. Gains and Attendance for Pre- and Posttested Participants

Date Produced: 03/22/2013 08:34:34 AM

Program Year: 2011

Fiscal Agent: JOHNSON SD

Show All Tables?: No

Fiscal Agent: JOHNSON SD										
Entering Educational Functioning Level (A)	Total Number Registered PRE and POST Tested (B)	Total Attendance Hours (C)	Number Completed Level	Number who Completed a Level and Advanced one or more Levels (E)	Number Separated Before Completion (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)			
Beginning ABE Literacy	3	393.75	1	1	1	1	33.33%			
Beginning Basic Education	0	0.00	0	0	0	0	0.00%			
Low Intermediate Basic Ed.	0	0.00	0	0	0	0	0.00%			
High Intermediate Basic Ed.	1	85.00	1	1	0	0	100.00%			
Low Adult Secondary Education	1	40.00	1	0	0	0	100.00%			
High Adult Secondary Education	0	0.00	0	0	0	0	0.00%			
Beginning ESL Literacy	0	0.00	0	0	0	0	0.00%			
Low Beginning ESL	0	0.00	0	0	0	0	0.00%			
High Beginning ESL	1	62.50	1	0	0	0	100.00%			
Low Intermediate ESL	0	0.00	0	0	0	0	0.00%			
High Intermediate ESL	0	0.00	0	0	0	0	0.00%			
Advanced ESL	2	107.00	2	0	0	0	100.00%			
Total	8	688.25	6	2	1	1	75.00%			

- A. Educational Functioning Level from the Pre-Test
- B. Number of participants with a Pre-Test, 12 or more attendance hours and a Post-Test
- C. Total attendance hours for the participants
- D. A count of active and exited participants who have post-tested with an EFL gain of one or more levels
- E. A count of active and exited participants who have post-tested with an EFL gain of more than one level
- F. A count of exited participants with no EFL gain
- G. A count of active participants with no EFL gain
- H. The percentage of participants with an EFL gain (column d / column b)

- Pre-Test
- 12 or more attendance hours
- Post-Test

NRS Table 5 – Core Follow Up Outcome Achievements

Note: NRS Table 5A is identical to NRS Table 5 however it will only provide a count for Distance Learning Participants

AENRS_5 - MAERS2 NRS: Core Follow-up Outcome Achievement

Date Produced: 03/22/2013 08:56:35 AM

Program Year: 2011

Fiscal Agent: JOHNSON SD

Show All Tables?: No

Fiscal Agent: JOHNSON SD											
Core Follow-up Outcome Measures (A)	Number of Participants with Main or Secondary Goal (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (F)	Weighted Average Percent Achieving Outcome (G)					
Entered Employment	1	1	1	100.00%	1	100.00%					
Retained or Improved Employment	12	12	0	0.00%	0	0.00%					
Obtained GED or HSD	1	1	0	0.00%	0	0.00%					
Entered Postsecondary Educ./Training	1	1	0	0.00%	0	0.00%					
Entered Postsecondary Educ./Training (Yr #2)	0	0	0	0.00%	0	0.00%					
Totals	15	15	1	6.67%	1	100.00%					

Requirements:

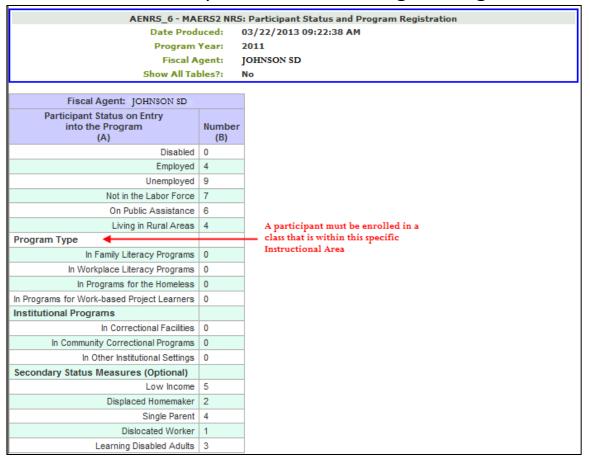
- Pre-Test
- 12 or more attendance hours
- Exited in the report year

A. Cohort Measured

Note: Retain or Improve Employment will be reported in the following Program Year if the exit date is between January through June of the current Program Year

- B. A count of participants placed in automatic Cohorts due to status at entry or status at exit to the program, i.e. if a Participant has 50% or more of their HSD credits, then they are placed in the HSD Cohort.
- C. A count of participants to be surveyed
- D. A count of participants who have responded to the Follow Up survey
- E. Percent of participants responding to the Follow Up survey (column D / column B)
- F. A count of participants achieving the outcome
- G. Percent of participants achieving the outcome (column F / column D)

NRS Table 6 – Participant Status and Program Registration



- A. Status on Entry Characteristics
- B. A count of participants in the Characteristic

- Pre-Test
- 12 or more attendance hours

NRS Table 7 – Professional Staff Counts

AENRS_7 - MAERS2 NRS: Professional Staff Counts

Date Produced: 03/22/2013 09:32:39 AM

Program Year: 2011

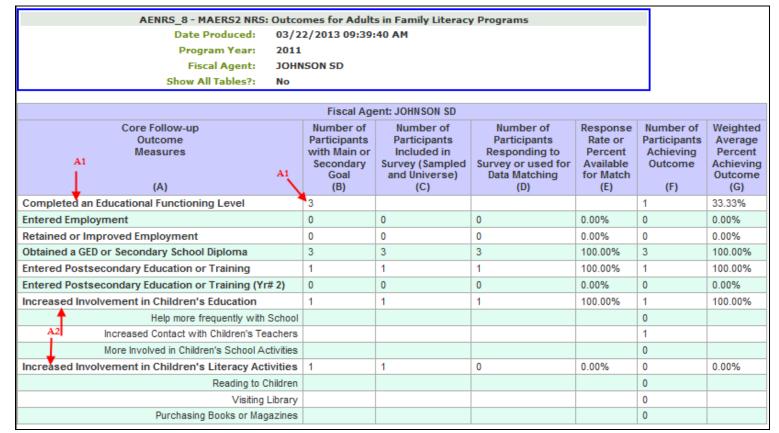
Fiscal Agent: Johnson SD

Provider: ALL

Johnson SD FISCAL AGENCY ROLLUP NUMBERS

		JOB FUNCTIONS										
Job Types	Supervisors	Teachers	Counselors	Para- Professionals	Totals							
Full Time	1	1	0	0	2							
Part Time	0	1	0	0	1							
Unpaid Volunteers	0	1	0	0	1							
Totals	1	3	0	0	4							

NRS Table 8 – Outcomes for Adults in Family Literacy Programs



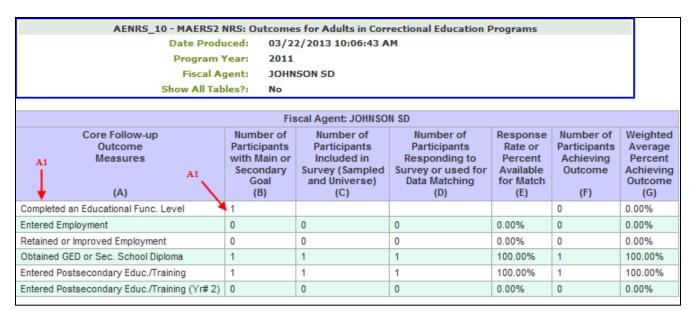
Requirements:

- Pre-Test
- 12 or more attendance hours
 - Exited in the report year
- Enrolled in a class with the Fam. Lit. Instructional Area

A. Core Measurement

- A1. Active in the report year. The count displayed is of those who made a gain and does not refer to column B.
- A2. These are Secondary Goals Family Literacy goals. To receive a count, the secondary goal must be selected at entry in Registration then the achievement selected at Program Exited.
- B. A count of participants placed in automatic designated Cohorts due to status at entry or status at exit to the program, i.e. if a Participant has 50% or more of their HSD credits, then they are placed in the HSD Cohort.
- C. A count of participants to be surveyed
- D. A count of participants who have responded to the Follow Up survey
- E. Percent of participants responding to the Follow Up survey (column D / column B)
- F. A count of participants achieving the outcome
- G. Percent of participants achieving the outcome (column F / column D)

NRS Table 10 – Outcomes for Adults in Correctional Education Programs



Requirements:

- Pre-Test
- 12 or more attendance hours
- Exited in the report year
- In a corrections program as indicated on the Other tab in the Registration

A. Core Measurement

- A1. Active in the report year. The count displayed is of those who made a gain and does not refer to column B.
- B. A count of participants placed in automatic Cohorts due to status at entry or status at exit to the program, i.e. if a Participant has 50% or more of their HSD credits, then they are placed in the HSD Cohort.
- C. A count of participants to be surveyed
- D. A count of participants who have responded to the Follow Up survey
- E. Percent of participants responding to the Follow Up survey (column D / column B)
- F. A count of participants achieving the outcome
- G. Percent of participants achieving the outcome (column F / column D)